

# THE SCHOOL JOURNAL.

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Illustration: Animals of Australia.

From Appletons' "Higher Geography."





A WAR has broken out in Africa between Tunis and the French government which rather looks as though the outcome might be a considerable extension of the French colonial possessions. If the reader will look on any school atlas, he will see that there lie along the North-eastern coast of Africa three provinces, Morocco, Algeria and Tunis. Morocco is an independent kingdom; Algeria is a French colony, the government being administered by officers appointed by the home government. Tunis is a dependency of Turkey, but of late years the Porte has had all he could do to take care of provinces nearer home. Its population is a mixed one, made up of Berbers or aborigines, Arabians and Jews, with a very small sprinkling of Christians. From A. D. 1500 to A. D. 1800 this coast was a nest of pirates which defied the combined fleets of Europe for many years. At length, in 1880, France conducted a successful expedition against Algiers, and took possession of the country. The old robber element has, however, never been either expelled from Tunis nor tamed. The new French colony has had continual warfare along the border. France has at last taken the matter up, and will probably annex Tunis to the colony of Algiers.

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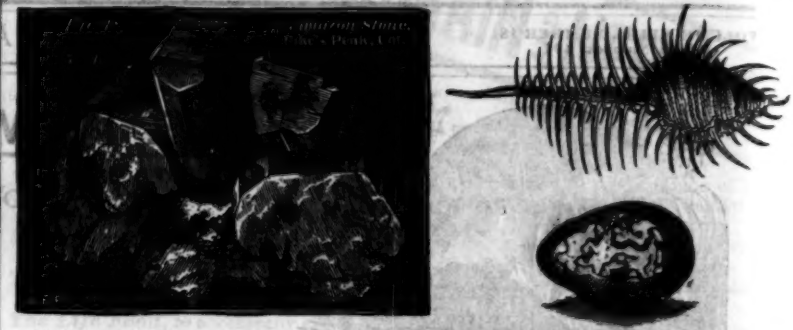
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From the Cincinnati Enquirer. A practical guide for the teachers on school management has just been issued by E. L. Kellogg & Co., of New York. Mr. Amos M. Kellogg is the author. Mr. Kellogg is himself an educator of wide experience, and in his book has given many hints to assist the unexperienced. He believes the way to manage a school is to render the pupils manageable. The book has an introduction by Thomas Hunter, President of the New York Normal College. It discusses the subject somewhat on this objective style—visiting a school and pointing out its excellent features. It shows how that good government increases the teaching powers of the teacher. Shows the principles that underlie it, and makes valuable suggestions as to the means by which regular attendance and the co-operation of the pupils can be secured. Discipline, penalties, modes of interesting and employing the pupils are treated in an enlightened manner. The volume will be of benefit to any teacher. It especially shows how the pupils may be led to co-operate and help forward the school instead of retarding it. It is a real addition to this class of works of which we have far too few.

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AMOS M. KELLOGG, Editor.

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New York, April 30, 1881.

### To All Those in Arrears.

We are pleased with the promptness with which many of the subscribers to the SCHOOL JOURNAL have responded to the subscription bills mailed to them last week. There still remain a large number from whom we have not heard. We would remind all who are yet in arrears on subscription account, that a remittance of the money would be esteemed a favor. Shall we not hear from all such during the next 10 days?

LET no teacher scorn to be religious; rather let him make religion a large part of himself. No man understands the world or his place in it until he comprehends the effect of religion upon the human mind. There is something beyond all intellectual attaining; there is something beyond all culture. Superficial observers dismiss it as superstition. How shallow!

No greater minds than Napoleon or Webster ever existed; they had no occasion to say a word in favor of religion and yet no one could have spoken in stronger terms. Max Muller, a scholar of wide reading, leaning to skepticism, who sees Christianity as only one of many religions, says:—

"The real history of man, is the history of religion: the wonderful ways by which the different families of the human race advanced towards a truer knowledge and a deeper love to God. This is the foundation that underlies all profane history; it is the light, the soul, and the life of history and without it all history would indeed be profane."

### The Teacher's Place.

For five days in the week for five or six hours the teacher is at work in the school-room. We are apt to underrate the importance of the work that is done. Let us see what it is.

They teach the children to read and thus they are able to understand the thoughts of all the busy brain workers in the world; they are thus furnished with a key to all the libraries, to all the newspapers.

They teach the children to write. They have the power of communicating to their fellows, of expressing their own views and feelings, and of recording their own discoveries. These are the two great agencies of mental development, the means by which mind operates on mind.

They teach history, calculation, geography, grammar; they teach the thoughts of the great poets. They teach attention, punctuality, obedience, and politeness. They teach them how to live with others and live peaceably and pleasantly. They teach them truthfulness, exactness, honesty, honor, and usefulness. They give them hope and courage. They impress character on them. They insist on preparation for a honorable and useful life.

Here is indeed an important field of work, and those who occupy it should receive the hearty good wishes, the earnest co-operation of every one who desires mankind to be better and happier.

### Refinement.

The man who teaches should be a gentleman; to allow any other in his place is a wrong to the child. The sculptor seeks the most perfect for his model. In the Haviland's factory of china-ware the visitor sees in the halls and above the work benches the most beautiful pictures to be found. "Why are these here?" he asks. "That they may serve to stimulate the workmen; that they may know what real excellence is."

Many a person is employed whose manners are of the rawest and rudest. In one of the New York school-rooms a teacher has his mouth filled with tobacco and his frequent expectorations if not into the huge spittoon are painfully disgusting. It is not enough to say he could teach the grammar and arithmetic thoroughly. Let him teach himself self-restraint and then he will be able to do something for another.

But what is it to be a gentleman? It is not fine clothes surely. It is not a peculiar demeanor,—a mode of bowing, a trick in the salutation. It cannot be learned by watching others. It must reside in the individual. The *S. S. Times* says:

"What is it to be a gentleman? Thomas Hughes says that it is to live a simple, manly life, to speak your own thought, to pay your own way, and to do your work, whatever it may be; and he adds that 'you will remain gentlemen so long as you follow these rules, if you have to sweep a crossing for a livelihood.' Frederick Spielhagen defines the gentleman as one in whom the vigorous and the delicate are happily united: 'The soft, the refined, that which comes from frequenting the society of women of culture, lies in the 'gentle'; the strong, the firm, the stern, that which comes from battling with men, lies in the 'man.' Still another recent writer thinks that the character of a gentleman is denoted by a true and fine unconsciousness: 'The true gentleman is never quick to take offense; not seeing any sufficient reason why any one should want to affront him, he is not prone to detect an intended slight in every piece of careless behavior, or a studied insult in every thoughtless expression.' In this last matter, every person who strives to be called a manly man, or a womanly woman, should ever seek to show the signs of gentle blood, for it is almost enough, of itself, to mark the fine and true character,—not that the gentleman lacks fiery courage, but that he does not go around in a perpetual readiness to be insulted or slighted."

### Education in Virginia.

#### EDITORIAL CORRESPONDENCE.

A brief visit to Richmond has given me a clearer view of the efforts of this great state to advance the condition of its public schools. State Supt. Ruffner was found in his office in the capital. He is a tall, earnest looking and earnest acting gentleman. The improvement of the schools is his hobby as it ought to be. On one subject he has spoken out where so many have kept silence—on the blighting, devastating effects of politics in education. This foe is the foe of the schools and the fact may as well be admitted; not only admit it, but expel the intruder. He says:

"The deadliest of all the deadly movements against the life of our school system, have been supported if not originated by men belonging to different parties, who afterward seemed anxious to make the impression on the public that they were great friends of the public schools." "Any man who would accept a school office on party conditions, expressed or implied shows by the very act that he is morally unfit for the place."

The conversation with Supt. Ruffner covered the subjects "Politics in Schools" and "Normal Institutes." His views are not less clear and forceful on the latter subject than on the former. To raise the character of the schools he justly begins with the teachers. He will hold four Normal Institutes, each not less than four week in length. The one at Abingdon under Prof. Newell, will commence July 27; the college buildings will be used. Another at Front Royal conducted by Prof. Edward Brooks. The third will be at Hampton, this for colored teachers. Each of these will draw together about 250 teachers and will cost about \$1,000. The expectation is that the leading teachers will attend these and be instructed in the best



methods and then diffuse them in the short term institute and teachers association which are held in various parts of the state.

Supt. Ruffner can look back over ten years of his persistent, well directed labor for the public schools. The pupils have increased from 131,000 to 220,000, the teachers from 3,000 to 4,800; the graded schools from 70 to 205. The total expenditure is however only \$946,000. This is a painful fact for 5,000 good teachers cannot be hired at \$850,000 (this is the sum paid for teacher's wages in 1879,) for it gives only \$170 per annum to each! This may seem incredible, but as the cost per month is given at 57 cents, the number of months as 564 and the pupils 220,000 it is the average sum given a man or woman for teaching a year in this state! Of course some will be paid much less than this! "Poor pay, poor preach," said the negro as an excuse for a dull sermon. This state of things Supt. Ruffner is trying to improve. May his efforts meet with success.

A valuable feature of the system is the permanency of office. He is not anxiously looking after his re-election every two years as does the State Supt. in the Empire State. The county supts. hold office during good behavior.

The Richmond public schools are under the direction of an able and enthusiastic man—Mr. J. H. Peay, Jr. The course of study is patterned after that of New York City. A feature that strikes attention is that Mr. Peay is a member *ex-officio* of each of the standing committees of the Board of Education. The plan in effect is this:—The Richmond Board of Education selected the best man they could find as superintendent of their public schools and then turned the business over to him of selecting teachers. This is common sense. Mr. Peay, as I have said is an enthusiastic man, he is an educator by profession and practice. He meets the teachers and discusses educational matters with them. In fact he realizes what I have constantly declared the main business of a Supt. to be:—*the instruction of the teachers*. This was what gave the Quincy Schools such a celebrity; this method was the one employed by Col. Parker, to make Quincy an educational Mecca. Richmond contains about 60,000 inhabitants, the average enrollment is about 6,000, 3,800 white, 2,200 black; there are 142 teachers. The salary list is about \$55,000. The pay of the Supt. \$1,485. The average cost per pupil is \$12.22 per year. Nine principals are paid \$125 per month; first grammar school teachers are paid \$50 per month, and so down to \$15. The school year is nine months long, so that the best paid principal receives about \$1,000, and the poorest paid assistant \$135 per year.

It is one of the remarkable facts in the history of education that men and women possessing attainments of no common range can be found to labor in our school-rooms at salaries that fail to make their lives comfortable. Their ardor to benefit others gives them a self-denying missionary spirit and they labor on satisfied with the hope of rewards hereafter. Such are many of the Richmond teachers evidently. Mr. Peay will bring the schools to a foremost position, for his watchword is improvement; and this he does not seek through courses of study, but through an improvement of his teachers. Any supt. who will hold fast to that doctrine will conquer in the end.

My stay in City Point was long enough to see a neglected school house of a type that cannot be described in words. It would hardly answer for a blacksmith shop! Dr. Epps has the wealth and culture to remedy that disgraceful feature. Let him build his monument on that bluff in the shape of a handsome public school to cost \$25,000 and he will enjoy the sight of it while he lives, and generations of school-children when he is gone.

Norfolk City has begun to improve her schools, but the work is only begun. I was not able to see the Supt.—Col. Page, but a merchant gave me some facts that showed that better days are sure to come. The whole amount paid to teachers in the year was about \$13,000, the population is about 20,000, and the enrollment 1,600; 18 white teachers and 8 colored. The teachers are better paid evidently. This is due to the commercial prosperity of the city. Private schools with excellent teachers are found here. I prophesy good things of this busy town.

This imperfect survey of the schools in Virginia, causes me satisfaction in several ways. Mainly that there is a growing apprehension of the value of the teacher. The revival of Virginia must begin with the school. The underpaid teacher (\$15 per month!) is the one who is to make her territory richer.

AMOS M. KELLOGG.

## THE SCHOOL-ROOM.

For the School Journal.

### School Room Words.

By Miss R. B.

Oh! teachers with scholars dear,  
Oh! teachers with trouble and care,  
It is not the rod and the rule you need,  
But love and the will to dare;  
Patience and love and will,  
Will and patience and love,  
Till over your work there falls the charm  
Of a mission sent from above.

For the will of the teacher decides the success of the school. A kind, firm beginning, and a patient carrying out of necessary rules, are two most necessary things in governing a school. I know government is not the all-in-all to be attained in a school-room; but many otherwise really good teachers fail from just such a deficiency. For the teacher of an unruly, disorderly school need not expect to find his scholars interested in their books.

And so, when entering the schoolroom at the commencement of the term, I would make the government of primary importance; for if that is decided favorably the first day, there will be fewer "disturbing elements" than if, on the opening day, little things are carelessly treated. Do not understand by government the death-like stillness of some schoolrooms. The busy hum of interested scholars is far preferable. But the ready assistance, the quick obedience, which is always given some teachers, is what one should strive to obtain.

There is another reason for placing government first—if it is once granted by the scholars it does not require a continuous effort on the part of the teacher to keep it up. But if it must be re-established every day, the scholars become impatient at the frequent corrections and heedless of them. The control of your school can be gained in the first three hours; the interest in lessons must be of more gradual growth; for if it were to spring into existence so suddenly it would most probably meet an early fate. If the desire to learn has already been formed, do not allow it to flag; if you must create it yourself, feed the inclination to increase each day, until the pupil wonders where he obtained it. And this will not be so difficult as it seems. As the scholar each day adds a little to his knowledge, and is shown how much there is beyond what he knows, his eagerness will surprise you.

There will be hard work and bitter, discouraging moments; there is a thorn to prick through every rose. But there will be abundant reward in good lessons, eager, happy faces, beaming eyes, and loving hearts.

## Questions.—Oneida County.

GEO. GRIFFITH, Commissioner.

PRELIMINARY.

1. Give full name, address, age, terms taught and education.
2. What professional preparation have you made for teaching? Under this state (1) Normal schools, teachers' classes, and teachers' institutes attended. (2) Educational papers you take and read. (3) Professional books you own or have studied or read.
3. How many days do you intend to be present at the Institute to be held in Rome, April 18, 1881?  
Twenty credits will be allowed for correct spelling of all written answers.  
Twenty-five credits for the correct use of language, pauses, and capitals in all written answers.  
Fifteen credits for an oral examination in reading.

METHODS, MANAGEMENT, ETC.—TIME, 1½ HOURS.

1. Write a composition of not less than fifty words on "First Days of School," from the teacher's point of view.
2. State at least four principles that guide you in making a program.
3. Make out a program for the P. M. in a school containing 7 pupils in 4th Reader, 3 in 3rd, 4 in 2d, 2 in Primer.
4. Mention three important advantages of a program.
5. Name three useful "helps to teachers" that you can extemporize, and tell how you will make them.
6. How do you secure good will of pupils?
7. What are the causes of idleness in schools? State specifically how you seek to remove each.
8. What do you consider the objects of good order in schools?
9. What must a teacher be and do to secure good order.
10. State in order the steps you follow in teaching a beginner to read.
11. At what stage should a pupil be taught to write? Why?
12. How do children gain a knowledge of the external world?
13. What effect should this have upon our teaching?
14. State the relation between an *idea* and a *word*; between a *thought* and a *sentence*.
15. State the law of teaching that determines the sequence of these, and show its application to the teaching of some study.
16. State two laws of the memory.
17. State and criticize, giving reasons, some manner of teaching primary geography, which you have used or seen used.
18. Name in order of importance three objects of a recitation.
19. What are the objects to be gained by reviews.
20. What should be the nature of questions in a review examination of pupils?
21. Outline a half-term's work for beginners in number. Fold your papers for filing, and endorse your name and the place and date of examination.

ARITHMETIC—TIME, ONE AND A HALF HOURS.

1. In the example  $37 \times 5 = 185$ , explain and illustrate fully the difference between the *parts* and *factors* of the answer.
2. In the problem, "How many cows at \$30 each can be bought for \$120?" show and explain the correspondence between *division* and *subtraction*.
3. Reduce  $\frac{4}{5}$  to a fraction whose denominator is 12.
4. Subtract  $\frac{3}{4}$  from  $\frac{5}{6}$ ; and give reason for reducing to a common denominator; [also the principle] of [fractions involved in the process of reduction].
5. How would you multiply, by the shortest process, .0006473 by one hundred? Show by common fractions that your method is correct.
6. What will it cost, at 75 cts. per cubic yard, to dig a cellar 34 ft. long, 28 ft. wide, and 8 ft. deep?
7. What will it cost, at 10 cts. per cub. ft. for actual contents of wall, to build in same cellar a wall 2 ft. thick? Allow 80 cub. ft. for doors, etc.
8. In how long time will \$40 double itself at 6% interest?
9. What is a bank?
10. What will be the proceeds, if discounted at a bank in Rome, Aug. 3, 1881, of a note handed you by the Commissioner?

GEOGRAPHY.—TIME, FORTY-FOUR MINUTES.

1. Give three of the causes producing variation in length of day and night?



2. Where is this variation greater, at the Arctic Circle or Tropic of Cancer? Why?
3. How is it supposed volcanoes and earthquakes are caused?
4. What is the metropolis of a country?
5. How would you explain to little children what commerce is?
6. Name the principal agricultural exports from this country, and the parts of the country especially noted for each.
7. Name and locate the manufacturing interests of this country.
8. Name the three cities of Europe you would most like to visit, and tell why you would like to visit each.
9. Name an important colonial possession of Spain.
10. Name the important mountains, rivers, and cities of Africa.

## GRAMMAR.—TIME, FORTY FIVE MINUTES.

1. Give a list of classes and modifications of nouns.
2. Write the possessive case plural of *lady*, *thou*.
3. Write a sentence containing *which* in the plural number and objective case.
4. Analyze or diagram it.  
"Up from the meadows rich with corn,  
Clear in the cool September morn,  
The cluster'd spires of Frederick stand,  
Green-wall'd by the hills of Maryland."
5. What kind of a sentence is above? Why?
6. Explain two marks in "green-wall'd."
7. Parse the same word.
8. What kind of a phrase in form and use is the first line?
9. What word does it modify?
10. Change the stanza into good prose.

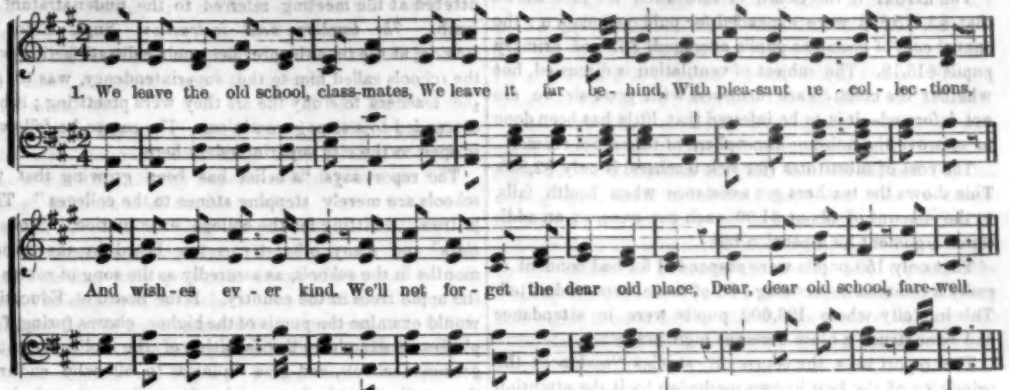
## MISCELLANEOUS.—TIME, ONE HOUR AND A QUARTER.

1. Mention two ways in which a word may be emphasized.
2. Mention two conditions under which a word requires emphasis.
3. What are rhetorical pauses?
4. Describe a correct position at the desk for writing?
5. Define space in writing.
6. Name the letters (small and capital) that should extend two spaces below the base line.
7. Measure and analyze a capital G in script.
8. Tell what you can about the inhabitants of North America previous to the advent of Europeans.
9. Name the States that have been formed out of the territory purchased of France.
10. Tell what you can about Gen. Herkimer.
11. Tell what you can about Gen. Robert E. Lee.
12. What new law took effect at last school meeting?
13. How and for how long is the Superintendent of Public Instruction in this State elected?
14. Describe all the steps by which a measure becomes a law in this State.
15. Give name and address of your Supervisor and Town Clerk.
16. What can you tell about the new translation of the Bible?
17. What country in Europe now most attracts our attention? Sketch the condition of affairs there.
18. What can you tell about M. De Lesseps?
19. What relic has lately been brought from Egypt to New York?
20. What wars have lately been waging in the Southern Hemisphere during this winter?

Dr. Carnelly has recently been making some experiments upon *Asiatic* ice, which have excited a great deal of interest in scientific circles. He claims to have shown that, in a vacuum, ice may be heated far above the boiling point of water without melting. Of course, the ice evaporates rapidly at its surface, without passing into liquid state, just as camphor does in the air, and so far there is nothing new; but it has been hitherto supposed that the absorption of heat by this surface evaporation would prevent the temperature of the ice from rising materially, and this appears to be a mistake. A thermometer, having its bulb enclosed in a lump of ice, frozen upon it by a process analogous to that used in the Bunsen calorimeter, has been made to mark a temperature as high as 35° F. (180° C.) The ice was in a glass bulb, connected with a vessel which was exhausted of the air and kept a temperature below zero by a freezing mixture around it.

## Farewell Song.

The first verse by Miss A. M. DeArmon; the second and third verses and the music by Amos M. Kellogg, and dedicated to the graduates of the Public Schools of New York city for the year 1880.



2. The years have sped on swiftly,  
Our hearts so free and light;  
Fair skies have been above us,  
And sunshine beaming bright.  
How happy we in th dear place!  
Dear, dear old school, farewell.

3. We join our friendly voices  
In this our fond adieux,  
May round about each pathway  
Grow flowers of golden hue.  
And still we'll think of this dear place.  
Dear, dear old school, farewell.

For the SCHOOL JOURNAL.

## Live Students.

## DISCUSSION OVER THE WATER SUPPLY.

The students of Packard's Business College do a good deal more than pursue the three R's. Attention to current events is a prominent feature. As these live students of a live school (owing to the fact that Mr. Packard is a live man) had been offended by the ill-taste of the Croton for some time past, they held a mass-meeting on the subject last Friday.

Mr. Packard began with a few timely remarks, and then nominated "Judge" De Lancey, of the Superior Court, to be chairman, and Messrs. Kellogg, Rindskopf, and Benson as secretaries.

These motions were seconded and unanimously voted. De Lancey proved equal to the occasion, and opened the meeting with suitable remarks, and then introduced the Hon. G. S. Walworth.

Mr. Walworth attributed the cause to the dead fish, saying that he had seen them, and that a person had received a live fish, through his faucet, and had kept it alive for several days.

These objections to the use of the Reservoir as a fish pond delighted the audience. The speaker on retiring received much applause.

The chairman then introduced the Hon. W. R. Eaton, who gave an historical sketch, beginning as far back as 1774. He described the building of the first aqueduct, and the first plan for getting water. He stated that in 1835 the Croton aqueduct was proposed, and in 1837 the survey was finished; in 1845 the first water came through. The amount of water then used was 60,000,000 gallons per day. This has been increased every year because of the increase of population, until this city now uses 95,000,000 gallons of water per day. The water supply he declared inadequate since 1869. He said that a new aqueduct could be built so as to get 20,000,000 gallons of water more from the Bronx river. This would be sufficient for many years to come. This exhibition of thorough comprehension of the subject made the audience listen with admiration.

The next speaker introduced was "Doctor" J. M. Preston, who spoke of the sanitary points of the case. He described the water of rivers and ponds as soft, and the water of wells and springs as hard. The human body he said was composed chiefly of water, and without water in our system we would be dry as sticks. ("Stix.") (Great applause.) Good water when poured from one vessel into another should produce bubbles. The learned "Dr." gave other valuable suggestions, and retired receiving merited applause.

"Judge" De Lancey then asked Hon. Monroe Crane, jr., to enlighten the audience concerning the water-works of other cities. He went back as far as the building of the aqueduct of Rome, which was constructed in a hilly country with wonderful skill. He said they obtained better results than we get. He then referred to the works of Boston, Lisbon and New York, acquitting himself admirably.

The "Judge" then introduced the last speaker, Hon.

Mr. Willing, who closed with a few remarks relative to the remedy for the bad state of things. He confined himself chiefly to a new aqueduct which would bring a sufficient supply for all demands.

The chairman then said that the audience had heard the valuable suggestions of the last speaker, and called on the "Doctor" to read "resolutions." These in brief, proposed an appointment of five gentlemen to see the proper authorities relative to having a larger aqueduct provided. It was unanimously voted that the gentlemen should do this, and report at the next meeting.

The chairman then inquired if there was any new business on hand. Mr. Packard moved to adjourn; this was seconded in the audience, and in response to those in favor of adjourning was a very loud "aye."

The probability is that the gentlemenly Water Commissioners will hear of these "live students" hereafter, not only on Croton matters, but all others that affect the general welfare.

ELECTRIC lighting makes rapid headway. Edison has, at last, moved his headquarters to New York, and his system is going into immediate operation in a city district. His lamp factory at Menlo Park, under the charge of Mr. Upton, is already turning out some 200 lamps daily, and its capacity is being greatly increased. The cost of each lamp is estimated inside of 50 cents.

The body of a colossal rhinoceros has been discovered in Siberia on the bank of a small tributary in the Jana River, where it was laid bare by the action of the water. It was remarkably well preserved, the skin being unbroken and covered with long hair, and appears to have been of a connecting form between the species now existing and the fossil species that has been found in Eastern Prussia. The skull has been sent to St. Petersburg, a foot is at Irkutsk, and the rest of the animal was allowed to be washed away by the river.

REMS Co., N. Y.—The Institute was conducted by Prof. Lantry and Kennedy. The science of teaching was Prof. Lantry's line of work through the week, and one evening he gave his lecture on "Sinecureism." Prof. Kennedy was very happy in history, geography and the use of the globe. Wednesday evening he interested the audience with his lecture on Ben Franklin. J. Marshall Hawks gave a very instructive lecture on the "Three L's.—Labor, Literature and Liberty. It was well received by a large audience.

Supt. Gilmore and a delegation of the Legislative Com. on Education were present one day, and gave addresses, also, Com. Chapin, President of City Co. Supt. Association, likewise Comrs. Baker, from Albany Co., Supt. Beattie, of Troy. Com. Morey was as ever helpful at every point.

At the County Teachers' Association, which commenced on Friday evening, Pres. Corbin declining a re-election, Prof. C. R. Smith was chosen President. The next meeting of this Association will be held in Lansingburgh, May 27 and 28th.

The moment a teacher is satisfied with himself everybody else ought to be dissatisfied with him.



## EDUCATIONAL NOTES

## NEW YORK CITY.

THE REPORT of the Board of Education for 1880 shows that \$3,415,823 were expended for public education; the annual cost of grammar pupils averaged \$32; of primary pupils \$15.18. The subject of ventilation is discussed, but whether the children are furnished with good air we are not informed—it is to be inferred that little has been done to improve the noisome atmosphere of the school-rooms.

The cost of substitutes (for sick teachers) is only \$2,800. This shows the teachers get assistance when health fails, to the amount of about \$1.00 each per annum; an additional argument for a pension bill.

That only 150 pupils were suspended for bad conduct is really a remarkable showing; 36 of these were readmitted. This in a city where 123,000 pupils were in attendance and none struck a blow deserves high praise.

The report says the course of studies "embraces the principles of the best known methods; by it the attention of the pupil is attracted, observation developed, *reflexion* brought into activity and the mind provided with a store of facts."

According to this a good many things are to be credited to the "Course of Study." We admit the course of study to be well planned, but do not see how it can "embrace the principles of the best known methods." We think the teachers may employ methods and attract attention and develop observation. *Reflexion* is obsolete according to Webster; it is uniformly spelled *reflection*.

The four points made in this report embrace a great deal. Looking at education as an art, these are the special results attained by the teacher; no modifications of the course of study will give greater results; the only method is to increase the teaching skill. Again it says that "the most pronounced tendency in a wrong direction would seem to be that a sufficiency of active work is not exacted from the pupils." This does not accurately represent the case, as may be easily seen. Enough work is marked out in the course of study, in fact it has been felt that it was too extensive. The Board of Education fix a course of study, they appoint men to see that it is pursued, and if the pupils were merely passive recipients, and if the teachers were merely knowledge-fillers (like lamp fillers) it would then be a question only of *how much*. But a school system in these days can only flourish when the great principles of education are followed.

The "pronounced tendency in a wrong direction" is that the Board of Education accepts *quantity* of instruction in the place of *quality* of education. The reports made by the City Superintendent each month show "the character of the instruction, discipline and general management;" and the "character of the instruction" is the main feature. Teaching requires skill and that of a high degree. The practical point for the Board of Education to aim at is to allure skillful teachers into the schools of the city. There must be a course of study, so there must be a route given to a captain of a Cunard steamer. The Board of Education should make as the objective point *good teaching, yes, excellent teaching in every school-room in this city*. And it could be had; not at once it is true, for skillful teachers are rather scarce. Whether the eighth grammar grade finished in one hundred days what is laid down in the course of study is of little consequence. The superintendents could do a far better work than examining to see if the third grammar grade had learned a due modicum of percentage. If in a certain school there is conscientious and skillful teaching the only thing to guard against will be overwork—there will be no "complaint that a sufficiency of active work is not exacted."

If the main effort of the Board of Education was to secure skillful teaching, the teachers would feel a new impulse. They would meet and discuss the questions that would arise, whereas, now all appear to be satisfied with a certain *mark* on the books of the city superintendent. An unworthy aim, surely. The president of the Board of Education in clear and incisive language at the meeting of the National Educational Association stated the cause of the "pronounced tendency in a wrong direction" quite differently and more accurately. A man, he said, could study a moderately sized volume for a time and it was then possible to say whether he understood law; but the principles of education had not yet been so arranged, and were not yet so studied.

The report hints that modifications are possible which may lead to a higher degree of success in the schools. This is devoutly to be hoped. It would be one of the signs of

that good time coming if President Walker would give the teachers a course of lectures on education; and we know of no man who would be heard with more satisfaction. He uttered at the meeting referred to the under-stratum of truth. *The teachers need instruction*. Supt. Elliot of Boston, at the time the prevalent public dissatisfaction with the schools called him to the superintendency, was to get the teachers to study the art they were practicing; it had descended to a strong routinism. The course he followed is open to the city superintendent here.

The report says "a belief has been growing that the schools are merely stepping stones to the colleges." This is true. "Fitting for the college examination," "college class" and many other terms are heard in the spring months in the schools, as assuredly as the song of robins in the apple-trees in the country. If the Board of Education would examine the pupils of the higher classes (using if it pleases as examiners the faculties of the colleges) in the grammar schools, and give diplomas to all who endured the scrutiny; and then require the colleges to admit all who come with a diploma, it would be a vast improvement on the present method.

As to music—if the Sol Fa method was used there would be as much interest in music in the New York schools as those of London.

The cost of the primary pupils is \$15.18, that of grammar pupils \$32 per year. An intelligent reader of this report a century hence will pause over that statement. Why less? The answer is cheaper teachers and more pupils to a teacher. Both bad reasons. There is no reason why a young child in a family should have cheaper beef or flour than his brother who is older. The scheme of paying less for the teaching of the children should be abolished—it is a relic of the dark ages in education.

The city superintendent (whose report is included) states that 210 persons asked to be examined as teachers and that he licensed 107. This examination feature is a common one in our American system, but it is exceedingly faulty. The possession of a knowledge of the principles of teaching and skill in employing them should be demanded first; and these should be certified to by an educational school. The city of New York should set the example of refusing to examine applicants; demanding before trial a certificate from a first class educational school. We find no suggestions whatever by Mr. Jasper; he gives us, however, some made by his assistants, and to these reference will be made. We regret so little space is given to the valuable ideas of Messrs. Harrison and Calkins. They have rendered so good service in the preparation of the Teachers' Manual that their views in the annual report are read with interest.

Supt. Harrison says: "The methods pursued in the study of technical or scientific grammar have continued to undergo beneficial change. The traditional methods, once prevalent, are quite generally abandoned, and the teachers are advancing with greater confidence and increasing success in the more rational processes demanded. According to Rule IX, which says 'is now but seldom heard, and I have reason to hope that another year will witness its complete extinction."

"The empirical correction of errors in speech is of at least equal importance with the formal study of grammar. As the simplest, most direct and most obvious means of making these corrections efficient, it has been again and again recommended that each teacher shall keep a simple note book of important errors as they arise in the class. When, as is yet too often the case, the teacher is not conscious of any absurdity in presenting a list of from fifteen to twenty five errors as all that were worthy of special correction that have occurred in her class of from thirty to fifty pupils during three or four months; or when, as it is sometimes evident, the errors in the memorandum book have been hastily gathered from various sources, or have been invented a few days previous to the examination, the results invariably show that no impression has been made upon the class, or even that none has been attempted."

"The most obvious deficiency (composition) is the want of systematic training in presenting the various thoughts and ideas in some logical order. This, as I have frequently illustrated, is most readily done by having the pupil note in a column of single words or brief phrases all the ideas relating to the subject which he is able to recall by the colligative power of the memory, and then to number these items in the order in which he intends to use them."

"Pupils (geography) in many cases are led to give an independent and intelligent attention to the important

geographical items which fill so large a part of the daily newspapers. It is gratifying to report a considerable number of classes, whose teachers had drawn the attention of their pupils to such topics as Nordenskjöld's and Schwatka's expeditions, the voyage of the Jeannette, the Afghan, South African and South American wars, the Mississippi jetties and the proposed interoceanic canals."

Supt. McMullin also remarks: "The use of outline maps, globes and the different other aids to thorough instruction prevails very generally throughout the schools. Sketches on the blackboard, giving the vertical configuration of a country, or the outlines of a continent, or the boundaries, rivers, cities, etc., of political divisions, may be seen with comparative frequency. It is to be hoped earnestly—and present tendencies render reasonable the expectation—that this character of work may become universally acceptable."

"From all the information I can obtain, the practice of making maps from memory prevails in the neighboring States to a greater extent than in our own. Its power in rendering distinct and fixing the mental pictures received from merely seeing and studying the map is undeniable, and its employment always speaks well of the judgment and intelligence of the teacher." The not infrequent use of the text book on geography, as an occasional substitute for the regular reader, is a measure productive, in every sense, of good results, and deserves recommendation and acceptance."

Supt. Calkins says, "One of the good steps (reading) taken in some of the schools consists in giving an exercise once a week in which the pupils of the highest grade write on their slates the substance of a reading lesson that had been previously read. In doing this the pupils are encouraged to write the story of the lesson in their own language, but are allowed to use the language of the book. The lesson thus written is read from the slates, the class invited to suggest changes in the expressions, and to tell how mistakes may be corrected. Thus this exercise becomes one of language, of spelling, of writing, etc., and may very properly occupy the time prescribed in all of these topics for one day each week."

## ELSEWHERE.

THE degree of LL.D. has been conferred upon ex-President Hayes by the Johns Hopkins University.

At the University of Rochester current matters of importance are read and discussed before the classes several times in the course of a week.

PROF. Proctor is soon, it is reported, to marry an American lady, and, after a visit to England, will make this country his permanent home.

A COMPLAINT exists in Buffalo, that the public schools of that city are entirely under political control, to the great detriment of educational interests.

THE late President Johnson's tiny tailor shop in Greenville, Tenn., with its sign "A. Johnson," has been carefully preserved by the Johnson family.

LORD Beaconsfield a few years ago spoke of Premier Gladstone as "a sophistical rhetorician, inebriated with the exuberance of his own verbosity."

A TAILOR was startled the other day by the return of a bill which he had sent to an editor, with a notice that the "manuscript was respectfully declined."

AMONG the students at D. L. Moody's Seminary, at Northfield, Mass., the fifteen Indian girls are said to rank high in their recitations and to be remarkably intelligent.

MADAME Tarnowski, a Russian lady, has just been unanimously elected an active member of the Society of Physicians in charge of the lunatic asylums of her native country.

THE Massachusetts Society for the University Education of Women has a membership of 256, at a fee of two dollars per member. The aim of the Society is to aid and encourage deserving young women in their endeavors to obtain a collegiate education. Lectures are delivered monthly before the members.

THERE is an active canvass in progress for the provostship of Trinity College, Dublin, recently made vacant by the death of Dr. Humphrey Lloyd. The salary attached to the office is \$20,000, exclusive of a residence and various perquisites. The provost is now always chosen from the ranks of the senior or junior fellows, though at various times there have been nine provosts not even graduates of the University.

NATIONAL EDUCATIONAL ASSOCIATION.—Some of the sub-



jects are: "A proposed revision of the common school curriculum," "The teacher's work in the development of mental power," "The effects of student life on the eye-sight," "An evening in wonder land," "Reflections on the Brussels congress of education of 1880," "Is the same system of common school education possible in all the States?" "What constitutes a normal school?" "Education and building of the State," "Best normal training for city teachers," "Normal principles of education," "Moral and literary training in the public schools," "Some essentials in the development of a school system."

QUEENS Co.—Com. Surdam, a very live and able man holds his Institute May 9th at Roslyn. He says: "Last year and the year before every school, except one, in the district was closed during Institute week. It is a duty we owe to ourselves, to our schools, to the State and to the cause of education. I know that it is a hard week's work, and that it is somewhat expensive, but if we expect to raise the rank of our profession, we must, as far as possible, improve the quality of our work." He has fixed these conditions for teachers:

For 3d Grade.—A good knowledge of Common English Branches, and some knowledge of methods (which may be obtained by reading teacher's papers, and books on teaching).

For 2nd Grade.—Two year's experience in teaching, a thorough knowledge of Common English Branches and a good knowledge of methods.

For 1st Grade.—Four year's experience and a thorough knowledge of Common and Higher English Branches and methods.

INDIANA.—The Southern Indiana Teachers' Association convened at Lawrenceburg March 16, at 7.30 a.m. The crowning feature, however, of the first evening was Prof. D. E. Hunter's inaugural address. Among other things he said, "Now the objection is that the rich do attend, and get the benefits which were originally intended only for the poor. In reply to this we say, the free school in this country is the great leveler, and I thank God that it levels up and does not level down. Why should the rich man be deprived of the benefits of the public school? His children are to be citizens, and are entitled to whatever the state has to bestow." The forenoon of Thursday was occupied by visiting the Lawrenceburg schools. David Graham of Rushville schools ably advocated improvements in our schools. Prof. J. B. Peaslee, Supt. of the Cincinnati schools, had for his subject "Authors." "How may we know and meet the intellectual wants of our people?" was the subject of an essay read by Miss Anna L. Rice of the Lawrenceburg schools, and was followed by A. E. Height, president of Vincennes University, on "Tact." Dr. Wilson, of the Lawrenceburg school board, read an essay upon "Shortsightedness."

## LETTERS.

I will have to take issue with you in your article in the April number—To Co. Superintendents. You use the following language: "The time should soon come when no one will be employed as teacher who is not a graduate from an educational school."

I presume you mean by an "educational school" a normal school—a school in which the art of teaching is taught. What do you propose to do with the host of experienced, successful teachers of the country who have never seen the inside of an "educational school"? Do you propose to put inexperienced machine-made teachers in the place of experienced mature teachers? Does a diploma from a normal school give the possessor all the necessary qualifications of a successful teacher? I believe there are thousands who graduate at our so-called normal schools and who go out into the world calling themselves normal teachers, that are not as well qualified to teach as thousands of others who have never seen a normal school. They get a theory of teaching that they find impossible to put into practical operation in the country schools, and have not judgment enough to vary it to suit the surrounding circumstances.

No Sir, I believe teachers are like poets—born and not made. They must have an inspiration for the work. Then a genuine normal training will do that class of persons some good.

I agree with you when you say the so-called profession of teaching is no profession; but the next sentence I would reverse and say there is no profession because there is no permanence, and unless our legislators give us longer terms of school—say ten months—so that a

teacher can live by his profession, there will never be a permanence or profession. Normal schools will never do it. Make the schools continuous—then gradually raise the grade of scholarship or qualification of teachers, and the profession of teachers will necessarily follow.

I like the Institute and your advanced ideas of teaching very much, except the one just criticised.

Palmyra, Mo.

J. M. McMURRY.

(If there is any one person I listen to with respect, it is he who disagrees with me. And it is encouraging that of the 1,500 County Superintendents a few are "live" enough to think at all on this subject. Agree with me or not, but do think on these things. Supt. McMurry has written tersely and strongly. Yet, I am more convinced than ever that only graduates from educational schools should be employed as teachers. As to what will be done with the host of good teachers now employed, it is sufficient to say this plan will go gradually into effect. Educational schools are rapidly multiplying—holding long terms about 150 and holding short terms 400 in the year 1890. These successful teachers will attend these educational schools. We shall find the best teachers want to know more.

That the inexperienced educational graduate will not succeed at first, is true, but he will do better than the inexperienced young person not a graduate of an educational school. The educational graduate should first practice in some well-managed school for six months. Some towns now will not appoint an inexperienced teacher.

That teachers are born and not made is true of some; there are many with good judgment, earnest, industrious, sympathetic with children. From this class an enthusiastic teacher can draw many who will want to teach and who will make good teachers; then there will be a class that go into it for the sake of employment and money, merely having few qualifications, except a knowledge of the studies. Now, the educational school will benefit all of these—but the better the timber the better the work.

Yes, lengthen your school terms. To do this, have a graded course and give diplomas to all who complete it.

And finally a word about educational schools. There are too many of these that do not do what they might and should. They are roosting-places for those who could not conduct a Teachers' Institute. They have got places on account of scholarship. In one of these there is a professor of mathematics who thinks every teacher should understand the calculus. In another the professor of chemistry uses none but expensive apparatus, and the students do not learn how to make experiments suited to the small country school. These things will be investigated and set right in time.—A. M. K.)

THE DIGIT NINE.—I have recently noticed several newspaper articles in which reference is made to the "peculiar character" or "property" of the number 9. The process of "casting out 9s" may be well enough, but it seems scarcely necessary to state persistently that, in this respect, the number 9 is "peculiar." All authors substantially agree in stating that "the excess of 9s in any number is found by adding its digits and finding the excess of 9s in their sum." Because the excess of any other number is not obtained by that exact process, as they state it, does it follow that 9 is an exceptional and peculiar number?

For the sake of uniformity and accuracy, let us state the process in an entirely different, though equally proper form: Add once the left-hand digit to the digit at its right, and once that sum to the next right-hand digit, and so continue until all the digits are used: the excess of 9s in the last sum is the desired excess. Now if this peculiarity of 9 results from its being one less than 10, we may reasonably expect to find the same or equal peculiarity in any number less than 10.

Since 8 is two less than 10, let us add twice the left-hand digit to the digit at its right, and twice that sum to the next right-hand digit, etc., etc. Take the number 238. Proceeding as indicated, twice 2 are 4 and 3 are 7, twice 7 are 14 and 8 are 22 (taking the 22) twice 2 are 4 and 2 are 6; and 6 is the excess of 8s in 238. Since 7 is three less than 10, let us add three times the left-hand digit to the next right, etc., etc., to find the excess of 7s in any number.

Again: Since 11 is one more than 10, let us take once the left-hand digit from the digit at its right, and once that difference from the next right, etc., to find the excess of 11s in any number. Take the number 1,367. Once 1

from 8 is 2, once 2 from 6 is 4, once 4 from 3 is 1; and 1 is the excess of 11s in 1,367. 12, being two more than 10, let us take twice the left-hand digit from the digit at its right and twice that difference, etc. If at any time the digit to be subtracted from is less than the other number, the less is to be increased by the divisor. Take 2,584. Twice 2 from 5 is 1, twice 1 from 8 is 6, twice 6 from 4 increased by 12 is 4; which is the excess of 12s in 2,584.

Generally: the excess in dividing any number by any number less than 10 is found by multiplying the left-hand digit by the difference between the divisor and 10, and adding the product to the next right, etc.; and the excess in dividing any number by any number greater than 10 and less than 20, is found by multiplying the left-hand digit by the difference between the divisor and 10, and subtracting the product from the next right, etc., increasing said right, if need be, by the divisor before subtracting.

In view of this uniform rule for finding the excess of all numbers less than 20 in any given number, I cannot well see wherein lies the "peculiar" property of any one of those numbers.

Three months ago I commenced a trial subscription to the JOURNAL. In answer to your "Read, write and ACT" editorial, April 2d, 1881, I say: 1st. Here is my two dollars for the next year. 2d. I did not know how deficient I was as a teacher until I commenced reading my list in your JOURNAL. The companions at the "cow-boy" cheer him when mounted on a "bucking" pony with the cry, "Stay with him!" Plunge away, Mr. JOURNAL! Keep on showing up our "failures and shortcomings." I have an earnest desire to improve as a teacher, and have concluded to "stay with him." The JOURNAL improves in every number, and I will do what I can to spread its circulation. There is nothing "confidential" about this; so far as I am concerned, I intend to make it public.

C. H. BURRITT.

I see you occupied a whole page with the "School Amusements," which are very interesting, suggestive and instructing. I believe there are thousands of teachers who would like to perform some experiments at the closing of the schools. The children in district schools are usually too small to get up a satisfactory entertainment—one to please the multitude of parents and others who congregate at the school-house at such times. I think it would be very important to teachers if you would write in your issues up till vacation a number of experiments—not costly—with the apparatus necessary to perform them, where bought, and the price, &c. I am principal of a public school, and hold a State certificate. Your paper contains valuable information, and has assisted me very materially.

A. M.

I have been a subscriber to your JOURNAL since June last, and the more I read the better am I pleased with it as a teacher's aid. I could not afford to be without it. I am not a graduate of any college, but am desirous of doing what I can to make some advancement. Whether I remain or "desert," I hope the time will soon come when teaching will be a profession, and will be respected as such. You have done nobly, and I hope your efforts will soon be abundantly rewarded, and a general awakening will be felt.

A. S. TAYLOR.

The TEACHER'S INSTITUTE is always received as a welcome visitor because of its valuable suggestions, practical instruction and useful criticism. It helps us to see ourselves as others see us, and enables us to obtain greater proficiency in our profession. I have endeavored to introduce it among other teachers, but find them either indifferent or, in most cases, so poorly paid they think they cannot afford to take it.

C. O. E.

WHEN was the plan of reckoning from the birth of Christ determined on?

About the middle of the sixth century Dionysius Exiguus, a Roman churchman of Scythian birth, introduced the method of dating from the birth of Christ, which, according to his computation, took place in the fourth year of the 194th Olympiad, or the 753d from the founding of Rome. It is generally admitted that he placed this event about four years too late. If it were possible to ascertain the precise time of the creation, it would be the natural starting point from which to date. From the Christian era to this day the date of nearly every important event is settled beyond a question within a year or two.



## EDUCATIONAL MISCELLANY.

For the SCHOOL JOURNAL.

## Daily Preparation of the Teacher.

By SURR. C. H. GURNER, Shenandoah, Iowa.

The person who aspires to marked success in teaching must give many years of earnest study and effort. A conscientious person cannot enter upon his settled life-work until he has secured the fullest preparation possible. And the conscientious teacher will also prepare for the work of each day. No more fatal mistake could be made by the teacher than to suppose that all necessity for study has passed when special course of training has been completed. A teacher's work requires especial attention to at least two things: the teaching of the several branches of study pursued by scholars, and the general government of school.

It is sometimes argued that the teacher who prepares for the daily recitations of his school thereby tacitly acknowledges a partial incompetence for his work. I say, nay, verily. He rather proves that he has a due sense of his duties and obligations. I would discriminate most carefully between life preparation and daily preparation. The former prepares one for his chosen profession in the world. The latter is the complement of the former. Each has a separate, distinct and important work of its own, and yet neither is complete without the other. Neither can be substituted for the other. He who omits the daily preparation greatly lessens his possible usefulness. He who has not the life preparation has no occasion for the daily preparation, for he is not a teacher. The object of daily preparation is not to supply something omitted, or imperfectly accomplished in the life preparation, but to put to the best possible use possessed powers and capabilities. The best disciplined and the most retentive memory is sometimes unable to reach instantaneously the best learned and most thoroughly mastered facts of science and mathematics. The thoroughly competent and efficient teacher is ready at any time to put himself in any pupil's place, recite accurately, clearly and promptly any assigned lesson. The actual doing of such a thing is sometimes the expedient that will stimulate a school to unusual activity, and inspire genuine confidence in the teacher's ability. However thorough and critical a student may be, there is need of the freshness that comes from recent contact with a subject. A difficulty of comprehension or a difficulty of explanation may be so well anticipated and provided for that the teacher acquires a new power. A previous knowledge of the particular subject-matter to be taught each day gives ample opportunity for collateral study; for having ready references and explanations not within the reach of the average student, gives opportunity for having ready for use all attainable apparatus, and has ready, without loss of time, all material needed for experiment, illustration, etc. Knowing each morning the exact subjects coming up for discussion that day, the entire day's work is already mapped out, and the teacher is complete master of the situation.

I think the great secret of success in school government is to keep everybody busy with something he likes to do. This seems an easy thing to say, and may be an easy thing to do, but it will tax the good sense and ingenuity of persons of average ability to find constant, pleasant employment for all the smart boys and the dull boys, for the naturally good boys and the naturally bad boys, for the honest boys and the tricky boys and all the other boys who find their way to the public school. All listlessness and disorder must be anticipated and guarded against. A large reservoir of expedients must always be on hand, and the teacher so ready for emergencies that he is never surprised.

No two days of school are alike, and every day will present a new problem or an old one with an added intricacy. Plans must be devised to increase the interest of scholars in attendance, in punctuality, in good behavior, in genuine hard study. Previous plans have not worked as it was anticipated they would. One boy is working hard, but not directing his effort well—there is a loss of force. This must be corrected. Another boy is studying well, but not from a right motive; something must be done for him. Another is working too hard; his health is in danger; his ambition leads him to attempt too much. The teacher has a delicate and most difficult problem for solution. Another studies well but needs judicious encouragement. How can it be given and not have the appearance of flattery? A new boy enters the school. He does not study at all. He

has not caught the spirit of the school. He is a constant source of annoyance to his associates. The teacher must at the same time protect the school and start the beginner upon the road upon which the others are traveling. How shall it be done? These are only fair samples of numberless questions teachers must answer, and hence the necessity for daily preparation.

## To County Associations.

By A. M. BROWN, Pres. Monroe Co. Teachers' Ass'n.

The teachers of the State of New York are becoming mindful of the serious disadvantages under which they labor, in their efforts to improve the status of those to who will soon be citizens of our great State. We need reforms that can be effected only through the instrumentality of combined labor. We must agitate the matter.

Why will not every county association in the State send delegates to the State convention to be held at Saratoga, July 5, 6 and 7. Let them meet in caucus, say on the 6th, at the close of the afternoon session, to propose and discuss such improvements as the necessities of our associate work demands. This arrangement will bring those most intimately interested in this matter into consultation, and where the result can be immediately presented before the State association.

In this manner we can accomplish more good this season than under ordinary circumstances could be effected in two or three years.

At that time and place we will come in contact with our leading educators, and from them we may reasonably expect sympathy, advice and such assistance as will enable us to feel the throb of the public pulse, and determine to a certain extent the influences in our favor.

We have nothing to lose by action of this kind, but much to gain, not merely as individuals, but gains that will be perpetual to the teachers and pupils of the future, as well as to those of the present time.

## Beaconsfield.

Scarcely was the ink dry that announced the death of Carlyle than it is said that the great ex-Premier of England is also asleep with his fathers. He had been ill for some time, but it was expected that he would recover. He died April 19th, in London.

He has had a wonderful career. Born a Jew when they were despised, he became noted as a student, then as a dandy, then as a writer, then as a statesman; he became a member of Parliament, a noted statesman, Premier of the realm, Knight of the Garter, and Earl Beaconsfield.

He was born December 21, 1805, at Enfield, England, his father being a man of wealth. He appears to have been baptized when he was twelve years old, and to have had his father's passion for books, and to have studied law for a short time. This is all the education he had; he attended no school or college. He began to write early, producing "Vivian Grey" when in his twenty-second year. It appeared anonymously, but it took the town by storm. Its popularity continues to this day: Its faults are the faults of youth and inexperience; its merits those of genius of no ordinary kind. The author of "Vivian Grey" awoke to find himself famous, and determined to mature his mind by travel and observation.

He was popular in society, and is thus described by N. P. Willis at the age of twenty-five:

"Patent leather pumps, a white stick with a black cord and tassel, and a quantity of chains about his neck and pockets, served to make him, even in the dim light, a conspicuous object. He is lividly pale, his eye is black as Erebus and a thick, heavy mass of jet black ringlets falls over his left cheek almost to his collarless stock, while on the right temple it is parted and put away with the smooth carelessness of a girl's, and shines most unctuously."

He published some other volumes, but they never became popular. Rather discouraged, he turned to politics, and presented himself as a candidate for Parliament. Meeting with defeat, in a few months he came forward again, and was again defeated. In April, 1833, he came forward again. It was in the course of his candidature on this occasion that he made the famous retort when asked "upon what he stood." "Upon my head," was the reply.

Not being successful as a radical, he joined the conservatives and was elected; thus "Vivian Grey" was on the first rung of the long ladder.

His first speech was considered a great failure; he did not meet the expectations of his friends. His opponents

laughed and shouted at him, and he closed by saying:

"I have begun several times many things (laughter) and I have often succeeded at last. (Fresh cries of "Question.") Ay, sir, and though I sit down now, the time will come when you will hear me."

In the next session the house began to listen to him. He kept on writing. "Henrietta Temple," "Venetia Coningsby," "Sybil" and "Tancred" were published.

In 1847 the reward of many years of labor came: he was formally recognized as the leader of the Tory party. In 1852 he was made Chancellor of the Exchequer; in 1858 he was appointed again to the same office, and again in 1866. Lord Derby resigned the Premiership in 1868, from failing health, and Disraeli took his place for a short time. His wife was made Viscountess Beaconsfield. In 1870 he published "Lothair," and the book had a sale of 80,000 copies in this country.

In 1874 he became Prime Minister again, and his title to political ability was recognized. He spoke often and long in the House of Commons. A writer says:

"When Mr. Disraeli enters the House and takes his accustomed seat, he crosses one leg over the other, folds his arms, hangs down his head, and so sits for hours at a time in statuesque silence. The attitude which he finds most conducive to the happy delivery of points is to stand balancing himself upon his feet with his hands in his coat-tail pockets."

After two years he retired with the title of Earl of Beaconsfield, and on his return from Berlin (settling the Turkish matters) he was made Knight of the Garter. His opponent for many years has been Gladstone, and in 1880 Beaconsfield was ousted by his old enemy. Now he wrote his last work, "Endymion," which is meeting with a great sale.

If it be asked whether Beaconsfield's name will endure long, it must be confidently answered in the negative. He was a politician, and of necessity appears among political events, but what has he done that has made the world better? What has he said that has made the world wiser or happier?

## Effects of Habit.

By MISS ELIZA WALKER, Savannah, Tenn.

Here is the great secret of education, also its hope and peril. The mind is endowed with faculties and powers, which, if rightly trained, will lead to happy results. The proper exercise of these give skill and ability, and lead toward perfection. He cannot be considered an educated who cannot use his acquirements with promptness, though his knowledge be of vast extent. Doubtless thousands of children have lived who possessed good powers of mind, but in early life the pliable twigs were not carefully trained. Careless yet unalterable habits were formed with fatal results. There are few who can preside successfully over the complicated process of training the child's mind. The power of attention, the cultivation of the memory and imagination, the fidelity to principles, the perception of truth and the power to reason are indispensable; that they exist in perfection is due to good teaching. To possess the power to direct the mind so exclusively on some particular object that all others are forgotten, requires earnest effort and diligent culture.

The great Newton ascribed his superiority to his extraordinary powers of patient thought. All who have attained to greatness have possessed the power of attention. The strength of the memory depends greatly on the power of attention, for when the mind is divided among a number of things, there is no vivid conception, consequently nothing is distinctly remembered.

By the imagination we are enabled to adorn the common truths with a beauty not their own. But it must be exercised in accordance with good judgment. The best method is by studying the best works in art and nature which are admired by recognized masters. It is to be deplored that there is in our public schools so little attention paid to the culture of taste and love for the beautiful.

Last, but not least, is the cultivation of the moral faculties, which is too much neglected by teachers. The moral faculties and benevolent affections can also be rightly trained.

A just education enables us to rejoice that in early life the channels of right feelings, thoughts and actions were engraved in the firm rock of habit. The teacher who successfully trains his pupils into good habits is entitled to gratitude.



## Spelling and Spelling School.

By BERTHA H. ELLSWORTH, KANSAS.

Among the recollections of my childhood, memory vividly recalls a "spelling-match" held at our school, when I was about twelve years old. A number of the scholars prided themselves on being the best spellers to be found in that region. How we crammed during the last days preceding the great event! With what trembling eagerness we sought mother, aunt, brother, sister or schoolmate with repeated spellings of "phthisis, pneumatic, connoisseur, hypochondriac," and kindred words! How we congratulated ourselves when we got through their labyrinths safely! How we plumed ourselves upon our superior knowledge when a less fortunate companion became mentally entangled and crushed by one of those formidable words. While all the while we were taking such liberties with such "jaw-breakers" as im-pen-e-tra-bil-i-ty, im-prac-ti-ca-bil-i-ty, un-in-tel-li-gi-bil-i-ty, in-com-pre-hen-si-bil-i-ty, het-e-ro-gene-ous and con-glom-er-a-tion, we were placidly unconscious of their meanings, and totally indifferent as to what said meanings were. Even our teacher (considered one of the best at that time), so far from informing us that a knowledge of their meaning was desirable or useful, never hinted that they possessed such a quality, and, of course, it was totally overlooked, and few of the many who wrestled with those long-winded words ever realized how ludicrously applicable some of the last-quoted were to our mental state, and the indiscriminate gabble with which we were still further muddling our minds. Our spelling-book proving inadequate to supply the demand for stunning words, our teacher searched a dictionary for an additional list, with which to "astonish the natives," but still no hint that it was useful to know the meaning of them.

The evening came when our friends and the neighborhood generally were to be dazzled by our attainments. As one of the boys said, we "spelled and spelled." Bravely launching out and sailing on, though ballasted at first rather heavily by those who, as one of the worthy patrons of the school remarked, "hadn't no knack in spellin'." We dropped them overboard; at first, scatteringly, as we made our way through words of two and three syllables; faster and faster as we plowed the stormy seas of four, five, six, seven and eight syllables; and those who still held their footing on deck were finally wrecked on the treacherous rocks of silent letters. Quite early in the evening I fell a victim to the word "souvenir." I took my seat with a crushing sense of defeat and mortification that I had been unable to hold out through the "threes," which was our abbreviation for words of three syllables.

The hero of the evening was a big, good-natured, energetic fellow of nineteen, who, when the spelled, hurled out syllable after syllable as if he were killing snakes. The more snakes the better he liked it, and he wasn't particular as to the kind, the glory lying in the size of the article dispatched.

The next day, when most of my playmates called and jeered me on going down so soon, Joe (our champion speller) excused my failure on the ground of my being "a young chicken yet, and a gal, too!"

Perhaps it was the vanity which is declared to be inherent in "gals," that impelled me just then to try to offset my ignorance in one direction by a display of unexpected knowledge in another. "Well," I said, "I know one thing about that word, if I did forget how to spell it. I what it means—it means a keeprake or token."

"Oh! it don't, nuther," derisively exclaimed several voices. "You don't know nuthin' about it; does she, Joe?"

Joe gave me a glance of mingled contempt and pity, and made this crushing reply: "Tain't no use wastin' your time foolin' over that. That hain't got nuthin' to do with spellin'!"

And he walked away in dignified displeasure at hearing a grave and familiar subject so trifled with. To use his own words, he wanted to be "top notch or nuthin'" in whatever he thought it worth while to study, his interpretation of "top notch" being that part furthest from the beginning. It was only long and hard words he thought it worth the trouble to learn to spell, and that such words had any legitimate use—were to be set up as targets at spelling matches, and hit by the most skillful marksmen—I think, never occurred to him. Of words, as applied to spoken or written language, and rightly pronounced or spelled, according to their meaning and use, he knew and

desired to know nothing. Indeed he seemed to consider taking any thought as to the fitness or correct pronunciation of words for everyday use a sign of mental weakness, almost inexcusable in anyone but "gals." He probably had a vague idea of the "eternal fitness of things," and deemed such a frivolous acquirement suited to the feminine capacity (or rather incapacity) for knowledge. He said "Natur teachen him how to talk," which was hardly a first-grade certificate for "Natur" as a teacher. His dialect, produced at a debate as one of the works of nature, would be apt to throw a decidedly wet blanket on that side of the question. Nature also seemed to preside over his written communications. I saw some of them in this wise:

My seat was at the end of the long bench serving as the girl's seat; Joe sat some three feet distant, at the end of the bench on the boys' side. Thus we were near neighbors, and Joe sometimes entrusted me with messages written on a slate or scrap of paper, to be given to my next neighbor, a buxom lass of sixteen. Ellen Jane generally allowed me to read these *billet doux* (as a sort of compensation for my services, doubtless). I hope I am not betraying a sacred trust if I make one of these public:

"dere elun jane i have a urrunt to yure house to nite an have to stop to jonnons first wont you wate i want to borry a neck yoke an go long with you hopen to hear from you soon yures till Deth joe."

This was devoted, but somewhat mixed, as owing to the arrangement of sentences and an utter absence of punctuation, one gathered the impression that the tie which bound him to Ellen Jane was in some way connected with a neck-yoke. But as this seemed to make no difference with the fair maid, we need not object; but looked at as the production of the best speller in school it certainly was a significant communication on the utility of spelling taught in a manner which could so ridiculously overshoot and defeat the real object in learning to spell.

But, perhaps, some one urges, Joe's was an extreme case, and that spelling is not taught in that way now. I reply, to my certain knowledge, his is by no means an extreme case. Spelling is not an end, but a means to an end; but it is rarely taught as such and that end fully explained, and the pupils required to write words and use them in sentences in an intelligent way, proving that they comprehend them as vehicles of thought, and can use them as such. I have found that the majority of children who spell with much glibness orally miss more than half the words when required to write them, and if questioned as to their meaning, regard you with a look of blank surprise that shows plainly that Joe's is not the only mind where the idea that meaning "hain't nothin' to do with spellin'," has taken root. I have even seen teachers who seem to lean to that opinion.

Not long since, and not far from my present residence, I was present at a spelling school where a gentleman was spelled down on a word pronounced "nute." "N e-w-t," said he, supposing it to be some kind of a lizard.

"No," said the teacher.

"Well," said Mr. Blank, "I don't recognize the word; at least, if that is the only way of pronouncing it."

"It is a perfectly proper word, and properly pronounced; I looked it out myself in the dictionary," broke in the teacher.

"I don't doubt that," said Mr. B., "but what does it mean? If it is anything I know the meaning of I think I can spell it."

The teacher looked puzzled and confused, and tried to evade this unexpected question. She evidently had forgotten to look out that part of it. Somebody in the audience relieved her embarrassment by stating that they believed it to be "a Chinese instrument of music."

"Oh, yes," said the teacher, eagerly, "that is it exactly; I recollect now."

"I never heard of it, and can't spell it," said Mr. B. and he sat down.

A few others clutched at "Chinese instrument of music," and missed it. Then a member of the school, with certain triumph beaming from every feature, spelled, "k-n-o-u-t."

Mr. B. gave a half-suppressed snort of surprise, and rose to remark: "Well, I have always heard that pronounced 'knowt,' and I have no doubt but it can produce a certain kind of music when smartly applied. It happens to be a Russian instrument of torture used in whipping criminals."

That teacher's only consolation was that one of her scholars had spelled down Mr. B. on a word veiled in an al-

lowable but seldom used pronunciation, the meaning of said word being a profound mystery to both herself and scholars until revealed as herein related. It is to be hoped that after investigations of the dictionary extended a little further than hunting out meaningless puzzles.

For the SCHOOL JOURNAL.

## Outside the Schoolroom Walls.

By B. A. P.

Let us look into the Senate Chamber at Washington, about which the newspapers are so full. We may be tempted to pause outside and all along the way after entering, to feast our eyes on the magnificence of the Capitol, "the largest and finest building of its kind in the world," but that we will not talk about. Seats in the Visitor's Gallery, overlooking the sittings of the men in council, await us, and we hasten to occupy them. A first glimpse suggests our schoolroom, magnified and adorned, indeed, as though just awakened out of an Arabian Night, still the familiar likeness remains. At his official post, on the broad platform, gavel and other insignia of his high office before him, sits the president of this august body. He personates the teacher, and the grave senators below, at their individual desks, facing him, the school. But those heads we look down upon are mostly gray or bald, or both. We spy furrows in the faces; mischief, too, in some of them. We recognized it, but we do not feel our spirits getting tickled with the fun. It is not our kind. Some formality of voting has just now taken place—a ceremony in which a large portion of the assembly has refused to participate. "What does this mean?" somebody near us inquires. "Mischief," is the answer from another neighbor; "without the votes of these men the senate is not a quorum, and no business can be transacted." "Can that be possible?" the question follows in an excited voice. "How long will this continue?" To this there is no answer but a shake of the head and a grave and anxious look.

Each desk bears the name of the Senator who occupies it, and the two sides are separated by a broad aisle into two divisions, designated as the Republican and Democratic sides.

We shall be sure to find somebody up speaking, and, if he speaks well, all are decorously attentive. He may forget himself, though, in the clash of opposing opinions, and wax boisterous, calling out corresponding responses or interruptions from the other side; then it is the business of the president to interfere and compel these gentlemen to respect the presence in which they stand. If a droning speaker "has the floor," nobody minds much about him. Numbers walk out of the hall, each individual so leaving, however, being careful to pair himself with some one, also going out, from the other side, that the voting balance may remain unchanged. Some snatch this time for study. We observe, lounging about the platform, two or three boys of perhaps nine or ten years old. They are neatly dressed, decorous in manner, noiseless, yet alert, and not ungraceful in their movements. Those are pages, or messenger boys. Some one among those studious gentlemen may be in want of a paper, book or report which he has not by him, and wishes to consult. He uplifts a finger; you and I may not see it, but those boys are on the alert. Quick as lightning one or another of them bounds to his feet, crosses the floor in answer to that call, receives the commission on a slip of paper and darts away with it.

Other senators form themselves into groups in portions of the hall remote from the speaker's voice, and, in carefully subdued tones, talk. Foreign ministers, scholars and famed writers are often seen among them, and the conversation is not exclusively confined to the topics under senatorial discussion. The renowned English statesman, Earl of Beaconsfield, has just died. They are comparing their reminiscences of him. One old man knew him in his early life—handsome, gifted, of elegant manners, ambitious, the master of rare tact in winning a way to the hearts of persons who had influence to help him on. He remembered how, notwithstanding the fact of his Jewish descent (his name was Disraeli,—of Israel,—he received his title of nobility in 1877, when he was seventy-two years old), always a stigma—not only in England, but throughout Europe—by his peculiar abilities and force of character, he became an acknowledged star in society. They talk about his Oriental instincts. He delighted in gold chains, rings and gorgeous colors; but more than all else he hungered for praise and high position, which he made it the business of his life to win. One of the talkers was present when he attempted his maiden speech after having attained to



the honor of a seat in the House of Commons. He tells how he rose, "sparkling with jewels," beginning in high-flown style and with extravagant gestures, to be silenced by derisive laughter. The well-remembered prophecy with which he resumed his seat is quoted: "I shall sit down now, but the time will come when you will hear me." They speak admiringly of the untiring pains with which he studied the style of the best parliamentary orators, and our pulses thrill at the story of his bravely-earned success. We know he came to be Prime Minister, the highest office in the gift of the nation that learned to delight in honoring him, and that for many years he was the trusted counsellor of the Queen. It was under his administration, and through his instrumentality, that she was created Empress of India, that the Egyptian ownership of the Suez canal and the Island of Cyprus became British possessions, and a British foothold was obtained in Afghanistan and the Transvaal. "But he gained his purposes through intrigue, double dealing and secret compact," we hear next. "In Mr Gladstone the nation has a leader whose measures will be marked by truth, openness and honor. Every true Englishman rejoices at the withdrawal from Cabul and the giving up of Candahar. The nation had no right there. It honors itself in offering terms of honorable peace to the Boers. Their country was their own. The British hold upon it for the last four years has been the clutch of an invader. "Mr. Gladstone's Irish land bill" is presently heard in a questioning voice. "If carried," is the answer, "it must effectually set at rest the Irish agitation, for it concedes the famous 'Three Fs' (fair rents, fixity of tenure and free sales). The agitators have no further grievance to urge."

After awhile our ears catch other gossip. The wives of the future King of Great Britain and the reigning Czar of Russia are sisters, daughters of the King of Denmark, and the king of Greece is their brother. The wearers of crowns throughout Europe, we learn, are all of close kin. "Will these domestic ties," the talkers ask each other, "affect in the least the future alliances or antagonisms of the great family of nations?" We do not hear the answer, as some new movement has summoned the debaters back to their seats.

### The Boers of South Africa.

In 1650 a colony of Dutchmen settled in the country about the Cape of Good Hope. They found there a race of blacks, the Hottentots. At first they seem to have got on well together, but when the Dutch took to keeping cattle they wanted more land and took it, and then was commenced the extermination of the blacks. The Kaffirs attacked them also, and conquering them, became next neighbors of the Cape colony on the east side.

When the Cape of Good Hope was ceded to Britain by the Treaty of 1806, the Dutch Boers submitted quietly enough. When it was found that the Boers did not resist British rule, and that they were quite able to protect the frontier, the number of troops was gradually lessened. Thus matters went quietly on till 1833. Now bad faith on the part of the British government brought the Boers into constant conflict with the Kaffirs. At last the Boers could bear this state of things no longer; they preferred to leave the country where they had lived for more than 180 years, and go out into a strange land. They heard of Natal. It had no harbors; it was 400 miles from four territories; it was exposed to the incursions of Kaffirs on one side, and on the other to the fierce Zulus, who had in fact then lately exterminated its inhabitants. The Boers thought the English nation could never covet this land. So the Boers resolved to settle in Natal, and some founded the Orange River Free State; the rest entered Natal in the autumn of 1837, and asked the Zulu king Dingaan to sell it to them. He agreed to make a treaty if they would recover for him some stolen cattle. The Boers pursued and defeated the thieves, and 100 Boers took the king his cattle. He received them most cordially, showed them his treasures, made a treaty by which he gave them Natal, and invited them to a feast. During a dance which followed 3,000 Zulus rushed upon the unsuspecting Boers and ruthlessly slew them all, braining some, impaling others, and skinning others alive. At the same time other Zulus surprised the camp, carried off 20,000 cattle, and killed 600 men, women and children. When this became known to the Orange River Boers, a body of them crossed the mountains to help their friends, and in less than two years (without a shilling of British money or the help of a single British soldier) these brave Dutchmen conquered

Dingaan and his Zulus, and made a treaty by which he gave up all Natal to them.

They established a regular government at Natal, and brought a great deal of land into cultivation. A robber tribe stole cattle from the Boers, who were going to chastise them, when the English Governor at the Cape ordered them to desist. The Boers refused obedience, stating, with perfect truth, that they were not his subjects.

So the English invaded Natal. The Boers fought bravely as they always had done; but England annexed Natal.

Thus the Boers were again under the British yoke, and again they found it unendurable. Many of them fled to the Orange River territory, where, as we have seen, some of their number had settled.

The Boers then resolved to give up all again; and in such haste did they go that they left their farms and their standing crops just as they were, for the English Lieutenant Governor had made a proclamation they felt they could not obey.

They had not, however, been many weeks in their new homes in the Orange State when its annexation to the British dominions was proclaimed. So the Boers took up arms for their liberties. They were defeated at Boom Plaats, August 29, 1848, in one of the severest skirmishes ever witnessed. The Boers fought to the death, and would take no quarter.

Again they emigrated; this time they crossed the Vaal or Yellow river, meaning to march north till they got out of reach; and an expedition was being organized to pursue and punish them in 1851, when the Kaffir war broke out. The British knew that if the Boers took advantage of this war to attack them they would be joined by most of the Orange State Boers and several thousand natives. So a treaty of peace was made, called the Sand River Convention, January 7, 1852. Peace lasted until the war just terminated.

### The Admission of New States.

Intelligent foreigners visiting this country and becoming familiar with its institutions, express surprise at the rapidity with which new states have been formed. From time to time some of our own statesmen have spoken with more or less earnestness upon the question; the majority of our citizens consider it an indication of national prosperity whenever a new state is admitted.

Delaware, with its population entitling it to but one member of the House, has the same number of senators which New York has, although its population entitles it to thirty-three members of the House. The explanation of this seeming injustice is to be found only by the study of our early history. To induce the states to unite was a task both delicate and difficult. The number of senators was made equal, and Delaware and Rhode Island entered with as much dignity and self-respect as New York and Virginia. But in view of the unalterable equality of the number of senators to each state, the admission of new states with a small population is equivalent on the part of existing states to giving away their birth right. It is easy to see that the power of the senators could compel legislation detrimental to the interests of the whole people; for political bargains frequently appear necessary, and the senators of a small population might thus counteract the wishes and needs of half the nation.

For the School Journal.

### How to Have a Live School.

By J. W. McBrown, Covington, Ind.

At our teachers' meeting held every Tuesday evening, a brief report is made by each teacher then a selected article from some school journal is read by a teacher appointed at the previous meeting. The article is briefly discussed, and another one read by another teacher, unless the first article calls up discussion. By arrangement each teacher takes a different journal from the others. Thus we all get the cream of all the best journals. And it often happens that the discussion is better than the article. At any rate it is better for those who engage in it. Two years ago I saw a specimen copy of the *Instruction* and had one of my teachers subscribe for it. We all soon came to value articles from it above any others, and now three of my teachers are subscribers, and all of us readers of the *Instruction*. The result of this arrangement is that we have live teachers, a live teachers' meeting every week, and a live school.

Our school board does not deserve the sever blows that you deal school boards in general. They do all they

can to help us. Two of them are college graduates, and the other an intelligent mechanic of sterling worth. We have established a small library. We obtained the money by giving suppers and exhibitions. We now have over 300 volumes of the best books. And they are constantly in use. Each teacher above the A Primary is an assistant librarian, and issues books to her own pupils. A similar plan might be worked out in many places with glorious results. It only requires a modicum of life and push.

Judge Thomas F. Davidson by invitation lately gave a lecture for the benefit of the library, the proceeds to be used in purchasing a set of Irving's Works. His subject was "What Shall Our Education Be?" The lecture bristled with points, and one would think that the Judge had been reading the *Instruction* to listen to his lecture. He said "If I could have my way I would remunerate teachers so that the best talent our country produces would be attracted." Judge Davidson has never been a teacher, but having held office of Circuit Judge for a long time, his opinions have weight on every subject.

### Corporal Punishment.

Some things die hard and some easy; custom or prescriptive right hates to yield, no matter how many reasons are given. The teacher has been allowed to flog the children that came for instruction; some made that a large share of their business—they got all the needed physical exercise in that way. In Newark, many years ago, one of this style of teachers existed. After prayers were finished all who were late were compelled to "go to Boston"—that is, the teacher stood like a Colossus, and the tardy ones, on hands and knees, hastened to scramble between his legs, receiving many blows from a strap or switch meanwhile. Why this was "going to Boston" we cannot explain; it was going after the boys in the style recommended by a member of the Boston School Board. He gave forty reasons why the boys should be flogged in school.

And teachers in various parts of the country deem the attempt to remove the power to flog as an encroachment on their dearest rights. To all such let the success of the New York teachers be pointed out. In 1890 about 3,000 teachers (250 only being men) kept 250,000 children in order. The City Superintendent reports the order as "commendable in the highest degree." Only 150 pupils were suspended, and 36 of these were re-admitted. It may be set down that corporal punishment has got to go, the Boston committeemen to the contrary notwithstanding.

**PURIFY THE SCHOOL-ROOM.** Sulphurous acid is the most valuable agent we have, but it is not safe in inexperienced hands. A room can be thoroughly cleansed by burning a little sulphur in the absence of the pupils. The sulphurous acid is a gas exceedingly disagreeable and irrespirable, and great caution is necessary in its use. Chloride of lime, freely used, is a good disinfectant; placed in several vessels in small quantities in school-rooms, or sprinkled about the doors and in the out houses it is valuable. Some teachers expose some in the school-room in dishes during every night; it has but slight influence as a destroyer of contagion. The protosulphate of iron dissolved in water is cheap and excellent. It is not an uncommon thing that the school-room smells impure and needs to be cleaned. Let the floors be swept and washed, have the walls white-washed, wash the desks. Then take a sprinkling pot and put in it water and carbolic acid and use it freely. Or place several saucers of chloride of lime in the room.

It has finally been determined by the English Palestine Exploration Fund to conduct the survey of the country east of the Jordan, which is almost a blank upon existing maps, on the same accurate and minute scale as that which was used in their survey of the western side. There are many ruins on the east side which never have received anything like a thorough examination, and important archaeological information may yet be obtained thence.

In Virginia City teachers now receive the following monthly salaries: The Fourth Primary, \$75; Third and Second Primary, \$85; the assistant teachers in the Grammar Schools, \$95; the Principals, \$140; the Principal in the High School, \$150. In Carson City the Principal receives \$180 per month.



## Have Courage.

There is an opinion gaining ground that the teachers have seen the worst days they will see. In a letter from Joseph Hughes, publisher of the *Practical Teacher*, London, he says: "I quite agree with you that sooner or later teaching will rank as a profession, and that many excellent men and women will then deem it an honor to enter it. The 'examination craze' has, I trust, reached its zenith. Teachers are worried to death with examinations of one sort or another. Our National Union of teachers becomes increasingly powerful."

The struggle will soon come. Just as soon as we can get the teachers roused from their dead-and-alive state (dead towards education, alive towards pay), we shall see movement. What the English can do we can do. If there is a need there of meeting and discussing, there is a need here. It may take time, but a movement is as sure as that the ice will move in the rivers when the vernal sun rises in the heavens. When that movement comes who will rejoice? Will those who have done nothing to help it along? Will those who have refused to take educational journals, read educational literature, and, generally, lived as uneducationally as possible?

## The Natural Method of Studying Languages.

A remarkable impulse has been given to the study of the European languages by the application of scientific methods. Until a few years since the unnatural method of having the pupil write, was pursued; it was the "fashion." The result was that the pupil did learn to write—but not to speak the language. Dr. L. Sauveur was one of the first to inaugurate here the plan of teaching by talking to the pupil in the language he wished him to learn. This method has been developed by other earnest teachers, and the "Natural Method" is now preferred by the enlightened public.

The successor of Dr. Sauveur was Prof. Sigmon M. Stern, who has founded a "School of Languages" at 309 Madison Avenue in this city. A visit lately paid, enables us to say that teaching is here pursued both scientifically and earnestly. Prof. Stern is well calculated to advance the reform that was needed. Grasping the true principles of education he applies them to the learning of a language. Ardent, industrious, persevering and ingenious he enters with spirit upon his work. The pupils see they have a teacher who comprehends their needs and ministers to them, instead of one who follows a blind system regardless of the end to which it leads. They gravitate irresistibly towards such a teacher, so that he, with his brother Prof. Menco Stern and five assistant professors have their hands full. In addition to the New York School of Languages, one has been opened under the same management in Brooklyn.

A little paper entitled the "Natural Method" is published by Prof. Stern and from it we learn the secret of his remarkable success. The instruction is entirely conversational. Thus the teacher comes into direct contact with the mind of the pupil. In learning German the pupil is talked to in German, not in English; he is thus trained to hear German. The difficulties are reached gradually. And above all the teacher is animated and earnest.

It has been supposed that the old method gave the pupil a little better knowledge of grammar, but it is the testimony of all who have tried it that the "Natural Method" teaches the grammatical structure thoroughly. And another excellent feature must not be overlooked, the general intelligence of the pupil is constantly addressed.

The spread of the natural system in this country is due to its inherent virtues. It is now a recreation in summer time to attend a Language School conducted in accordance with its principles. Prof. M. Stern has had one at Catskill for one year we believe, and for two years at Wooster, Ohio. Prof. S. M. Stern has had one at Amherst for two years, and this year opens one in connection with the American Institute, in the White Mountains. Other teachers have selected other points, the west seeming to be a favorite field. In addition to his other labors a free Normal Class has been opened for teachers; this is for the purpose of spreading a knowledge of the system.

The spread of just methods of teaching is always to be hailed and encouraged. And the importance of quickly, thoroughly and practically learning the modern languages is now seen to be of greater importance than ever. The iron steamships have brought Europe very near to us.

## FOR THE SCHOLARS.

## The Children of the Street.

BY MRS. A. ELMORE.

In a great city like New York there are always numbers of homeless children. The stories you read of little wanderers who sleep under stoops and in ash bins are only too true; it may seem strange to those who have good homes, loving friends, and many comforts, that children should grow up without knowing their rightful names, answering always to queer nicknames.

Many of our little "street arabs" know nothing of home, mother or love. They have been abandoned by wicked parents, and they have been thrown out on the street; no one but those who belong to that great army can realize the hardships endured by a genuine "child of the street."

New Yorkers are not all wicked, fortunately for these little waifs, and the good people have organized various charitable associations for the protection of the homeless children. Homes and schools are provided for them, where they are taught to shun the evil and seek the good in life; useful employments are taught in many of the homes, and children who wish to go are sent to the country to be adopted by farmers. Mr. Brace, President of the Children's Aid Society, has sent out thousands of children, many of whom are now good men and women.

We will take just one story out of very many. In an old tenement house, where there is more whiskey and tobacco than bread bought, a drunken father kills the worthless idle mother of three little children.

The murderer is taken to prison. The few pieces of old furniture are sold to pay a few days' rent; the landlord's agent says "Somebody ought to look after these children," then locks the door, puts up a bill, "To let," and goes to his home. No one cares for the little ones, and they wander along the streets, ordered out of the way by policemen, scolded at by ladies and gentlemen who are in a hurry; night falls on the forlorn group; they hide in the shadow of a stoop, fearing some officers will take them to prison. A friend of the Children's Aid Society comes along:

"Halloo, what's this," he says as he stumbles over a little bare foot.

"Please don't take us to prison," pleads the little girl. "I'll do better than that," he answers; and lifting the mere baby, he lays the sleeping head on his broad shoulder, takes the girl's hand, and says, "Come on my boys," to the others who no longer fear him, as there are no brass buttons on the rescuer's coat.

A short brisk walk, a quick ring at a bell, an open door, and a pleasant-faced woman, a good supper of plain food, washed hands and faces, a long quiet sleep in good beds, and the little ones wake to wonder where they are and what has happened.

Another important day soon comes to them; a company is sent to the west, and that little family are with them. The father in prison cares nothing for them; they will never see him again, and they have no regrets. How very sad that seems, to have no love one for another, where love is most needed.

Months pass and letters come to the society: "I am so happy here."—"My boy is just splendid. I would not give him up now."—"My girl is a jewel. I could not spare her, and her brother is growing finely. We love them both dearly,"—are the messages which give these good people heart to go on with this great work, for the letters prove that all their labor is not lost.

There are very many ungrateful children in those queer flocks, many who do not want to do right, who are always in trouble, and as they grow older the policemen know their names; the rogues' gallery holds their portraits.

There is only room to describe "The Newsboys' Lodging House" in New Chambers street. It is a very large brick building, occupying nearly all of a triangular block of land, is well lighted on three sides of the building. The first story is occupied by a clothing store; in the second is a large dining-room, kitchen, pantry, and the superintendent's rooms; in the third is a large chapel as school-room; around the walls are ranged small closets, numbered and locked. Each boy who has paid for his lodging is registered and given a key to one of those boxes, where he locks up his extra clothing, brushes, and so forth. By the secretary's desk is a "bank" with little boxes, numbered also; the boys can deposit their earnings there, and at the end of the month the amount is withdrawn and deposited in a savings bank, and used for buying clothes. The beds in the dormitories of the next two stories are numbered to corre-

spond with bank and closet; on the same floor with the chapel are the bath-rooms and lavatories.

The dusty little fellows when they come in at night rush away to the bath-rooms, where soap, water and towels do good service for a time. Supper being ready, Mr. O'Connor calls—"One, two, three!" and the boys answer to their names by rushing down stairs, handing their tickets at the door, and sit down to "a good square meal." When the boys who have paid are all gone, some forlorn ones are left.

"No tickets?" asks Mr. O'Connor.

"No, sir."

"What's the matter now?"

"Hadh't no look to-day."

"Stuck on my papers," says another.

"Only nuff money for papers to-morrow and bed to-night," says another.

"Away with you then to supper; pay me some other time."

They need no second bidding. Mr. O'Connor has been superintendent of the lodging house twenty-six years. He knows a new boy in about two minutes; if he thinks the boy's story "made up," he says nothing, but waits until the truth comes out in conversation with other boys in the playground, which is at the very top of the house, and supplied with every requirement for a "jolly good time." Early to bed is one of the rules of the house, and after the long rows of pretty two story beds are filled, the lights turned out, and the doors locked, no one would imagine that from one hundred and fifty to four hundred active boys were sheltered there.—*Scholar's Companion.*

## What are Patents?

It is very common to see upon articles which one buys in the shops a little stamp like this: Pat. 1861. Pat. 1870. This means that the thing was patented in the year named. All the time ingenious men are busy inventing new machines and contrivances of every kind. By these inventions business is done easier, faster and cheaper. For example, there is a new machine called a typewriter. It looks like a sewing-machine and plays like a piano-forte. It will write a letter or copy a paper in about half the time that one could do the work with pen and ink, and will make beautiful printed letters in doing it. Almost all the new inventions are patented at Washington. The law is that whoever has made a new and useful contrivance of almost any kind may send a written description of it, with drawings and sometimes a model or a specimen, to Washington, and may have a certificate saying that nobody shall make that thing without his leave for seventeen years. This is what is meant by saying that an article is patented. It means, it was invented by some one within the last seventeen years, and the Government, to reward him for his time and trouble, has given him the business of manufacturing it. After the seventeen years have passed other people may make it. The reason for stamping "Pat." and the figures for a year is that every person may know that it is against the law to make such a thing for sale until seventeen years from the year mentioned. Thus if one buys a pair of skates stamped "Pat. 1870," the meaning is that such skates cannot be made without leave until 1887.

The officer in charge of the business at Washington is called the "Commissioner of Patents." He has a large office with spacious rooms filled with books and has many assistants and clerks all the time busy in examining the new inventions and writing out the patents. Also he has a large museum filled with models of inventions. It is one of the most curious museums to visit that there are. In 1861 the government decided that all patents should be for seventeen years.—*Christian Union.*

I am in receipt of copies of the *TEACHERS' INSTITUTE*, and consider it the best educational paper that reaches my address. You may count me as one of its heartiest supporters, and I shall endeavor to induce all teachers to subscribe for it. M. J. W., Co. Supt.

GRECE.—On April 3d there was an earthquake in Scio, an island belonging to Greece. The first shock was on Sunday afternoon. The ground sunk, houses fell, and the people ran into the streets in an agony of terror. Then came another shock, and more buildings were leveled. During the night the ground shook several times. The population of the island was 70,000, and about 7,000 were killed and a great number wounded, and fully 20,000 without a shelter. Relief has been asked for, and many have contributed liberally.

HOMER'S AND PROPER'S makes a delightful and healthy drink, with water and sugar only.



## BOOK DEPARTMENT.

## NEW BOOKS.

Publishers will favor themselves and us by always giving prices of books.

**THE FAMILY LIBRARY OF POETRY AND SONG;** being choice selections from the best parts. Edited by William Cullen Bryant, including a biographical memoir of Bryant by James Grant Wilson. New York: Forde, Heward & Hulbert.

This volume has been received with remarkable favor. Over 100,000 volumes were sold in ten years, and its popularity is increasing instead of diminishing. This is a revised edition, and was completed just before Mr. Bryant's death in 1878.

It has been intended in this work to gather the largest practical compilation of the best poems in our language, making it as nearly as possible the choicest and most complete general collection of poetry yet published. The name "Library" indicates the principle upon which the book has been made, namely, that it might serve as a book of reference; as a comprehensive exhibit of the history, growth, and condition of poetical literature, and more especially as a companion at the will of the possessor for the varying moods of the mind. There are here over 2,000 selections from more than 600 authors. The poems are indexed as follows:

Childhood and Youth, Affection, Friendship, Compliment and Admiration, Love, Marriage, Home, Parting, Absence, Disappointment and Estrangement, Bereavement and Death, Sorrow and Adversity, Religion, Nature, Peace and War, Temperance and War, Temperance and Labor, Patriotism and Freedom, the Sea, Adventure and Rural Sports; Descriptive Poems, Sentiment and Reflection, Fancy, Tragedy, Humorous and Personal Poems.

From this it will be seen that the vast field is admirably arranged.

Fac-similes of the hand-writing is given of many poets, and there are wood engravings of many interesting subjects.

**OUTLINES OF MAP-DRAWING.** By Frederick E. Bangs. Published by Henry E. Peck: New Haven, Conn.

The aim of the author has been to teach map-drawing by diagrams founded on parallels and meridians. It has been taught in the school and proved to be practical. It looks rather complicated and difficult to us, but one may be able to use it by thoroughly studying the subject.

**DALE'S OUTLINE OF ELOCUTION AND COMPREHENSIVE MANUAL OF PRINCIPLES.** J. H. Sherrill, Danville, Indiana.

The purpose of this book is to afford a complete and philosophical treatment of the principles underlying the art of human expression. It is designed to analyze the art into its elements, and discuss these elements in such a manner as that students who do not have the advantage of aid from the living teacher may successfully acquaint themselves in a practical manner with this art.

The definitions, discussions and exercises are concise, explicit and pertinent. They are adapted to students in any grade, from the primary to the high school, college or seminary.

The twelve appended Essays cover "Care of the Voice," "Primary Teaching," and a multitude of "Hints and Suggestions."

The reading selections are divided into teaching selections, designed to illustrate the text more fully than the paragraphic examples, and embrace readings adapted to all circumstances and arranged in departments with relation to their fitness for given occasions; as readings, suitable for

parlors, social gatherings, church entertainments and miscellaneous audiences in large halls.

**BUOYING THE CHANNEL; or, True or False Lights on Temperance.** By Rev. T. L. Cuyler. New York: J. N. Stearns. Price five cents.

This is a new sermon delivered by T. L. Cuyler, D.D., pastor of Lafayette avenue church, Brooklyn, just previous to his departure for Europe. It exposes the sophistries of the advocates of modern drinking, and is a complete answer to the recent utterances of its most noted champion. It is a first class hand book for total abstainers and should have a wide circulation.

**VICTOR HUGO; HIS LIFE AND WORKS.** From the French of Alfred Barbou. By Frances A. Shaw. S. C. Griggs & Co., Chicago. Price \$1.00.

Victor Hugo is the most famous Frenchman of the day; perhaps the most famous French author of this century. This work, besides telling graphically the story of his life, follows out the development of his genius, and enumerates and briefly analyzes his works. It is enthusiastic, but impartial. So far as statements of fact are concerned, the poet has given the work his approval, in a letter, a fac-simile of which appears in the translation, which is further embellished with a portrait of Hugo as he was in 1852, and also one taken in 1880. The story of the contest between the antique, cold "classical school" of literature and the "romantic school," of which latter Hugo was the victorious leader, is here told with a fullness and spirit not elsewhere found. The work is full of delightful personal details, and is worthy of "the great poet of France, for whom immortality has even now begun."

**ROBERTSON'S LIVING THOUGHTS.** By Kerr Boyce Tupper, with an introduction by Prof. Wm. O. Richards, Ph. D. S. C. Griggs & Co. Price \$1.25.

Frederic W. Robertson was almost without a rival in the modern pulpit. At once one of the boldest and most incisive of thinkers, and a most brilliant master of the English tongue. A true "Soldier of the Cross," aggressive, enthusiastic, he fought the battles of his Master with the self-devotion of the Crusader Knights, and the *elan* and dash of the modern sovereign. He had a wonderful faculty of thrusting even familiar thoughts into the minds of others with a startling force. This volume is a compilation, by a competent hand, of extracts of the keenest and most brilliant of his utterances; the very choicest, the cream, so to speak, of his thought and expression. The index is a marvel of judicious labor. Every glittering and pungent sentence furnishes material for a whole discourse. To every religious teacher it is of inestimable value—to every layman, also, it is full of suggestion, and to all alike it presents a singularly happy union of solid thought and brilliantly graceful diction.

## MAGAZINES.

The article which opens the May *Harper's* only deserves its prominence by reason of the many portraits which illustrate the rather disconnected notes upon "Music and Musicians in New York." The papers on George Eliot (by C. Kegan Paul) and Thomas Carlyle (by M. D. Conway) are valuable in text and illustrations. An unusual number of poems—five—grace the magazine, two by Miss Phelps; articles on "Athens" and "Decorative Pottery in Cincinnati" (illustrated) are of general interest; the serials, "Anne" and "A Laodicean" are still running.

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The April number of the *Little Folks' Reader* is filled with short stories adapted to young children. It seems that this periodical grows each month more entertaining.

The *Musical Herald* for April contains the following music, besides the usual reading matter: "Jesus, lover of my soul," aria for mezzo-soprano or tenor; "Cradle Song" by John Brahms; "A thought of Home," "Song of the North" by Gustav Lange; "Lovely" by H. Fliege.

The *Literary World* for April 23 is prompt in furnishing a full bibliography of Lord Beaconsfield, with many curiously interesting annotations; and also furnishes a fine portrait of George Eliot, which many people will be glad to see who have not seen it in *Harper's Magazine*.

*Scribner's Monthly*.—Mrs. Burnett is writing two new serial stories; Dr. Holland also has one in contemplation; Mr. Howells has two serials on the stocks; Mr. Boyesen is writing one or two; Mr. Cable has just finished one and is starting on another; the author of "An Earnest Trifler" has recently completed a short watering-place serial; Mrs. Schayer, the author of "Tiger Lily," is writing her first novel; and the author of "Roxy" is at work on a new serial—though not a fictitious one. The scene of "A fearful Responsibility," Mr. Howell's new serial, which will begin in *Scribner* for June, is laid in Venice.

The *Art Amateur* for May has for frontispiece a fine view of the above dining room in the new Union League Club-house. In the "Art Gallery" there are nearly thirty illustrations of pictures shown this Spring in New York and Philadelphia. All the leading exhibitions are fully and pungently reviewed, the National Academy "hanging" being especially criticised. An engraving of the Sarcophagus of Athieno, in the Metropolitan Museum, with an article by Gaston L. Fouardent, affords new and striking evidence of the peculiar "restoration" of the Di Cesnola Cypriote antiquities. Admirable illustration of furniture, Japanese decoration, painted windows, and Rouen falence are given, together with valuable letter-press on ceramics, needlework, and other decorative art topics, including the first of a series of practical papers for china painting novices. "How to Build a Choir" is an article of special interest to music lovers, and the "Correspondence" columns are full of suggestive information for amateurs in all branches of art. The supplement contains numerous designs for embroidery and wood-carving, and two large plaque designs—brilliant female figures one "in the greenwood," and the other playing a harp. The May number completes the second year of *The Art*

*Amateur*, which has fairly deserved success by the number and excellence of its illustrations and the freshness and value of articles. For new volume special attractions are promised besides those that have already made the magazine a welcome visitant in thousands of cultivated households. Price \$4 a year; Montague Marks, Publisher, 23 Union Square, N. Y.

The *North American Review* for May contains an article by D. Dudley Field on "Centralization in the federal government." Mr. Field's paper will command respectful attention. The second article is upon the new revision of the Bible by Rev. Dr. Schaff of the American committee of revision. Mr. Justice Strong writes of "The needs of the Supreme court" and advocates the establishment of a court of appeals, intermediate between the United States Supreme court and the circuit courts. Hon. George Q. Cannon, the first advisor of the president of the Mormon church and delegate to Congress, makes a vigorous defence of "Utah and its people." The question, "Shall Americans build ships?" is considered by Mr. John Roach, the ship builder, who brings forward a large number of facts to prove that the people of the United States must build ships if they would hold a place among maritime nations. The other articles are "The Life-saving service" by Hon. S. S. Cox; "The ruins of Central America" by M. Charnay, and finally an attack on evolution philosophy, writes in a vein of the finest irony and entitled, "What Morality have we left?"

## GENERAL NOTES.

Mrs. Diaz has transferred her right of publication of her "William Henry Books," "Jimmy Johns," and "Domestic Problems," to the Boston firm of D. Lothrop & Company. The "William Henry Letters" and "William Henry and his Friends," it need not be said, are great favorites with young people everywhere, and the new edition will extend the number of readers.

Among Scribner and Welford's latest importations is Weber, by Sir Julius Benedict, the fourth volume in the series of musical biographies edited by F. Henffer. Those already issued are Rossini, by H. Sutherland Edwards; Schubert, by H. F. Frost; and Wagner, by Dr. Hueffer. The price of each of these is one dollar.

The well-known firm of G. P. Putnam's Sons has changed its headquarters from Fifth Avenue to 23d Street, between Sixth and Fifth Avenues.

The "Longfellow Birthday-Book" has proved very popular, as we predicted, and an index has been added in which the names of persons who are entered in its pages can be put for easy reference.



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more. Reverse: Dare to do Right. Fear to do Wrong.  
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Truth and Nothing but the Truth. There is always  
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Against Swearing, Smoking, Lying, Drinking, Swearing,  
Avoid them. Be free. If hard study is the Price of Learn-  
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would have others do unto you. 5. Dare to say No. Re-  
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Good alone are Great. Live Usefully. 6. Time is Preci-  
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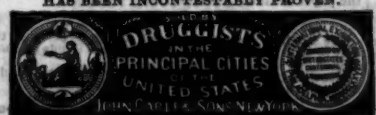
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